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ABSTRACT

A questionnaire was sent to the chief academic office of 20 universities to determine a fair and uniform workload for faculty at Central Missouri State University (CMSU). The mean undergraduate teaching load reported by the 18 responding institutions was 11.89 contact hours/week, as compared with 15.6 contact hours/week reported by CMSU faculty. Various methods for arriving at a workload determination are explained. It was concluded that CMSU does not appear to be significantly different from other institutions with respect to teaching load reduction or recognition. The main body of the document consists of the following appendices: a list of survey respondents, the teaching load questionnaire (CMSU), the questionnaire response summary, the teaching load questionnaire for Northeast Missouri State University, the California State University interim faculty workload formula, the faculty student credit hour report from Portland State University, and the summary of schools and colleges report on faculty student credit hours from Portland State University. (PHR)

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ED176687

A COMPARATIVE ANALYSIS OF FACULTY WORK LOAD AT II-A UNIVERSITIES

Presented to the

TEACHING LOAD AD HOC COMMITTEE

Central Missouri State University

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by

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April 1979

HE011844

INTRODUCTION

The Ad Hoc Committee on Teaching Load at CMSU was formed to study the problem of arriving at a fair and uniform work load for all faculty at the institution and make suggestions for possible work load reduction.

The Sub-committee on Outside Work Load was given the responsibility to study other institutions similar in size and philosophy to CMSU to determine what might be learned from the policies of these other universities. To do this, the Sub-committee devised a questionnaire that attempted to determine what average work loads for faculty at other institutions were, and what, if any, reductions (or allowances) in the work load resulted from various other professional activities. The questionnaire was sent to the chief a ademic office at 20 different universities determined to be similar to CMSU. The results were then analyzed and compared to policies in effect at CMSU.

SURVEY PROCEDURE

The survey instrument itself went through several drafts and an on-campus pilot test before the final version was arrived at. The instrument should posses a higher degree of content validity in that numerous faculty members had input in determining what was important to determining faculty load reduction. Numerous department heads responded at some length to queries from the Committee regarding specific problems in their areas regarding work loads.

A random sample of 20 II-A universities and colleges from across the country was selected. Of the 20 surveys sent out, 18 (90 percent)

returned a completed form. The data was keypunched and submitted for analysis using the 'CROSSTABS' and 'FREQUENCIES' routines from SPSS on the computer. Northeast Missouri State was analyzed separately as it was the only university that submitted information on a departmental level. A list of the surveyed institutions can be found in Appendix A.

DATA ANALYSIS

The various institutions responding to the survey varied by large amounts on the different items. Most institutions (82 percent) were on a semester type system with a mean undergraduate teaching load of 11.89 contact hours/week reported. This compares with the 15.6 contact hours reported by the questionnaire filled out by the CMSU administration. This discrepancy illustrates the difficulty in arriving at accurate figures for the true load a university faculty carries.

Appendix B serves as a sample questionnaire form and as CMSU's response to the questionnaire. This can be used to compare to Appendix C's responses from the other institutions surveyed. The data summary of the respondents in Appendix C was determined using all respondents; a lack of response, therefore, was still included and resulted in some percentage breakdowns not totaling 100. Part B. Section 2 represents the percentage of institutions responding to that particular item.

California State University and Portland State University were the only institutions that indicated that a separate formula for determining faculty load existed and enclosed it. Appendices E and F detail the procedures at those two universities. It did not appear that these universities did anything radically different from CMSU, but it did point up the fact that other institutions attempt to grapple with similar problems.

California State University's use of WTU's (weighted teaching units) and classification of class type appear to offer some ideas on handling the relative differences that exist between classes.

Northeast Missouri State University (NEMSU) determines work load on a departmental level. Appendix D summarizes the departmental results from NEMSU. The responses indicate the number of departments or a percentage of all departments responding in a particular way to some item. For example, in A3, four departments indicated that there existed a maximum number of semester hours one might be required to teach without extra compensation, and seven did not.

SUMMARY AND CONCLUSIONS

Central Missouri State does not appear to be markedly different from the various institutions sampled with respect to teaching load reduction or recognition. The number of required contact hours is, however, substantially higher than those found at other institutions. A minority of institutions seem to have a formal teaching load formula or document as CMSU does. This may be the result of the extreme difficulty in arriving at an equitable algorithm for determining faculty load across a large university faculty. The frequent use of the category "Depends on Other Factors" in part B2 would seem to support that contention. Additionally, the number of penciled-in comments on many of the returned forms indicate that this is a problem area. NEMSU's method of dealing with the problem on a departmental basis would appear to possess a lot of merit, given the difficulty in determining comparable loads for various areas at CMSU.

The results of the survey clearly indicate the variability of responses and would support the contention that each university must deal with the problem on an individual basis.

Appendix A

TEACHING LOAD SURVEY RESPONDENTS

1. Arkansas State University
2. California State University
3. Central State University
4. Eastern Connecticut State College
5. Eastern Illinois University
6. Fort Hays State University
7. Kearney State College
8. Peru State College
9. Pittsburg State University
10. Portland State University
11. Northeast Missouri State University
12. Northwest Missouri State University
13. Southeast Missouri State University
14. Southwest Missouri State University
15. University Northern Iowa
16. University of New Orleans
17. West Georgia College
18. West Kentucky University

Appendix B

TEACHING LOAD QUESTIONNAIRE

NAME _____ UNIVERSITY Central Missouri State University

POSITION _____ TYPE OF SYSTEM: QTR X SEM ___

PART A Please complete the following questionnaire to the best of your ability. If a question is not applicable, please respond "N.A." Make any additional comments on the back of this page, as necessary.

1. On the average, how many undergraduate contact (lecture) hours per week does a typical faculty member, teaching only undergraduate courses, teach at your university? 14.7 (15.6)
2. On the average, how many graduate contact hours per week does a typical faculty member, teaching only graduate courses, teach at your university? NA
3. Is there a maximum number of contact hours which a person might be required to teach without extra compensation? Yes ___ No X If yes, how many? _____
4. What is the most number of contact hours per week which a teaching FTE faculty member is presently teaching? -- What is the least? --
5. If your university has a "formula" or stated procedure which is used for establishing "equal" faculty loads, please append it to this questionnaire. If you do append a formula, do not complete Part B.

* * * * * * * * * * * *

PART B If you did not append a "formula" as requested in the previous question, please complete this section.

1. If a faculty member's total assignment were to teach freshman/undergraduate courses, how many contact lecture hours per week would usually result?
   a. Is there a maximum number of students set? Yes ___ No ___
   b. Is there a student load equivalent computed? Yes ___ No ___
2. Please indicate whether your university recognizes and provides for teaching load or other assignment reduction under the following conditions. Please mark the appropriate response. If possible, for all responses marked "Yes," include an explanation of the type of recognition granted.

	Yes	Depends On Other Factors	No
a. Teaches a 3-semester/hour graduate course of:			
1 - 5 students	___	___	X
6 - 10 students	___	___	X
11 or more students	___	___	X
1 student on an individualized basis	___	___	X
b. Teaches all different preparations	___	___	X
c. Directs a Master's thesis	___	X	___
d. Has 50 or more students in each class	___	___	X
e. Supervises student teachers	X	___	___
f. Supervises graduate teaching assistants	___	___	X
g. Teaches a lab each week	X	___	___
h. Supervises an "open" lab, in which students work individually, for 4 hours or more per week	X	___	___
i. Advises undergraduates during a term	___	___	X
j. Advises graduates during a term (actually enrolled)	___	X	___
k. Coaches Debating Team	X	___	___
l. Designs a multi-media course to be offered next term	X	___	___
m. Finishes a book that is under contract	___	X	___
n. Conducts research for a professional article	___	___	X
o. Holds a professional office:			
(1) at the national level	___	___	X
(2) at the state level	___	___	X
p. Edits a professional journal	___	___	X
q. Develops a grant proposal	___	___	X
r. Directs a play	X	___	___
s. Teaches courses which must be on an individual basis	X	___	___
t. Sponsors a student professional organization	___	___	X
u. Conducts special workshops/seminars	___	X	___
v. Consults with business and industries across the state	___	X	___
w. Heads a department	X	___	___
x. Serves as Assistant Dean	X	___	___

3. Do your Physical Education instructors receive special load reductions/credit for athletic supervision/activities outside of scheduled classes? Yes X No ___
4. Do your Music instructors receive special load reductions/credit for musical supervision/activities outside of scheduled classes? Yes X No ___
5. What other factors justify reduction (or receive credit) in teaching load at your university?

TEACHING QUESTIONNAIRE RESPONSE SUMMARY

Part A

Type of System:

12%	Quarter
82%	Semester

1. Average undergraduate teaching load for faculty:

Mean	11.89	Low	9.00
Mode	12.00	High	13.70

2. Average graduate teaching load:

Mean	10.12	Low	6.0
Mode	12.00	High	12.0

3a. Maximum hours without extra compensation:

Mean	14.06	Low	10.0
Mode	15.00	High	20.0

3b. Is there a maximum number of contact hours:

Yes	53%
No	47%

4a. Maximum FTE faculty load:

Mean	17.86	Low	12.0
Mode	15.00	High	33.0

4b. Minimum FTE faculty load:

Mean	9.00	Low	3.00
Mode	9.00	High	12.00

Part B

1. Freshman normal load:

Mean	13.36	Low	12.00
Mode	12.00	High	16.50

a. Maximum number of students set:

Yes	6%
No	71%

b. Student load equivalent:

Yes	18%
No	65%

	Release time provided for:	Y	D	N
2.	a1. 3 hour graduate course (1-5 students)	5.9	0	70.6
	a2. 3 hour graduate course (6-10 students)	5.9	0	70.6
	a3. 3 hour graduate course (11 + students)	5.9	0	70.6
	a4. 3 hour graduate course (1 student)	5.9	0	64.7
	b. Different preparations	5.9	5.9	64.7
	c. Directs Masters Thesis	17.6	5.9	58.8
	d. 50 + students/class	5.9	11.8	64.7
	e. Supervises student teachers	52.9	11.8	17.6
	f. Supervises graduate T.A.'s	5.9	0	76.5
	g. Teaches 1 lab/week	23.5	11.8	47.1
	h. Supervises an open lab	29.4	5.9	47.1
	i. Advises undergraduates	0	0	82.4
	j. Advises graduates	11.8	5.9	58.8
	k. Coaches debating team	47.1	11.8	17.6
	l. Designs multi-media course	17.6	11.8	52.9
	m. Finishes book under contract	0	5.9	76.5
	n. Research for article	0	17.6	64.7
	o. Hold professional office - national	0	17.6	64.7
	Hold professional office - state	0	17.6	64.7
	p. Edits a professional journal	0	17.6	58.8
	q. Develops grant proposal	17.6	11.8	52.9
	r. Directs a play	41.2	17.6	23.5
	s. Teaches course on individual basis	11.8	23.5	47.1
	t. Sponsors a student professional organization	0	5.9	76.5
	u. Conducts special workshops/seminars	17.6	17.6	47.1
	v. Consults with business and industry in the state	5.9	11.8	64.7
	w. Heads a department	82.4	0	0
	x. Serves as Assistant Dean	64.7	0	5.9
3.	Do P.E. instructors receive reduction for outside activities/ supervision:	47.1	0	35.3
4.	Do Music instructors receive reduction for outside activities/ supervision:	47.1	0	35.3

TEACHING LOAD QUESTIONNAIRE

Appendix D

NAME All Department Summary (11) UNIVERSITY NEMSU

POSITION _____ TYPE OF SYSTEM: QTR___ SEM X

PART A Please complete the following questionnaire to the best of your ability. If a question is not applicable, please respond "N.A." Make any additional comments on the back of this page, as necessary.

1. On the average, how many undergraduate contact (lecture) hours per week does a typical faculty member, teaching only undergraduate courses, teach at your university? 12.3
2. On the average, how many graduate contact hours per week does a typical faculty member, teaching only graduate courses, teach at your university? 11.75
3. Is there a maximum number of contact hours which a person might be required to teach without extra compensation? Yes 4 No 7 If yes, how many? _____
4. What is the most number of contact hours per week which a teaching FTE faculty member is presently teaching? 31 What is the least? 2
5. If your university has a "formula" or stated procedure which is used for establishing "equal" faculty loads, please append it to this questionnaire. If you do append a formula, do not complete Part B.

* * * * * * * * * * * *

PART B If you did not append a "formula" as requested in the previous question, please complete this section.

1. If a faculty member's total assignment were to teach freshman/undergraduate courses, how many contact lecture hours per week would usually result?
   a. Is there a maximum number of students set? Yes 1 No 8
   b. Is there a student load equivalent computed? Yes 2 No 7
2. Please indicate whether your university recognizes and provides for teaching load or other assignment reduction under the following conditions. Please mark the appropriate response. If possible, for all responses marked "Yes," include an explanation of the type of recognition granted.

	Yes	Depends On Other Factors	No
a. Teaches a 3-semester/hour graduate course of:			
1 - 5 students	0	27.3	27.3
6 - 10 students	0	18.2	36.4
11 or more students	0	18.2	36.4
1 student on an individualized basis	0	18.2	36.4
b. Teaches all different preparations	9.1	18.2	45.5
c. Directs a Master's thesis	0	9.1	36.4
d. Has 50 or more students in each class	0	27.3	36.4
e. Supervises student teachers	45.5	9.1	18.2
f. Supervises graduate teaching assistants	0	18.2	45.5
g. Teaches a lab each week	9.1	18.2	45.5
h. Supervises an "open" lab, in which students work individually, for 4 hours or more per week	9.1	54.5	36.4
i. Advises undergraduates during a term	18.2	0	63.6
j. Advises graduates during a term (actually enrolled)	9.1	54.5	36.4
k. Coaches Debating Team	9.1	9.1	81.8
l. Designs a multi-media course to be offered next term	9.1	27.3	63.6
m. Finishes a book that is under contract	9.1	27.3	9.1
n. Conducts research for a professional article	27.3	18.2	27.3
o. Holds a professional office:			
(1) at the national level	9.1	18.2	45.5
(2) at the state level	9.1	18.2	54.5
p. Edits a professional journal	9.1	27.3	18.2
q. Develops a grant proposal	0	9.1	54.5
r. Directs a play	9.1	0	18.2
s. Teaches courses which must be on an individual basis	0	9.1	72.7
t. Sponsors a student professional organization	0	9.1	63.6
u. Conducts special workshops/seminars	9.1	27.3	36.4
v. Consults with business and industries across the state	0	9.1	36.4
w. Heads a department	36.4	9.1	9.1
x. Serves as Assistant Dean	0	0	9.1

3. Do your Physical Education instructors receive special load reductions/credit for athletic supervision/activities outside of scheduled classes? Yes X No ___
4. Do your Music instructors receive special load reductions/credit for musical supervision/activities outside of scheduled classes? Yes X No ___
5. What other factors justify reduction (or receive credit) in teaching load at your university?

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

INTERIM FACULTY WORKLOAD FORMULA

(1974-75)

Classes meeting 1 hour for 1 unit of credit -- K factor: 1

C-1 Large lecture: Unlimited except by physical facilities or scheduling necessities.

C-2 Lecture-Discussion, including methods: normal limit 40

C-3 Lecture-Composition:) Lecture-Counseling:) Law-Case Study:) normal limit 30

C-4 Composition; accounting; Mathematics; Mathematical Statistics, Logic, and Philosophy; Business Math and English; Science Math; Music (Harmony, Theory, Composition, Counterpoint, Orchestration, Instrumentation, Conducting, Form and Analysis, Sight Singing); Speech: Public and Correction; Foreign Language (including literature and culture courses taught in the foreign language); Engineering Lecture Problems; Linguistics:) normal limit 25

C-5 Undergraduate Seminars:) Graduate Discussion:) normal limit 20
Honors and Graduate Seminars: normal limit 15

C-6 Clinical Processes: Education (Testing) Nursing Psychology Driver Training in simulator
Lower Division--normal limit 20
Upper Division--normal limit 10
Grad. Division--normal limit 10
(or physical facilities in all divisions)

Classes meeting 2 hours for 1 unit of credit -- K factor: 1.3

C-7 Art, Anthropology, Science activities: normal limit 24 or physical facilities.

C-8 Education Workshops (includes methods taught on an activity basis in education and subject areas): Social Science activity: Science demonstration: — normal limit 30

C-9 Music activity - large group: normal limit 40

C-10 Instrumental or vocal instruction: normal limit 10

C-11 Physical Education and Recreation activity: — normal limit 30, (or physical facilities)

C-12 Speech, Drama, and Journalism activities: normal limit 20

C-13 Business and Accounting Labs; Geography; Foreign Language; Home Economics; Psychology; Library Science; Photography; Engineering; Industrial Arts; Agriculture; Mathematics; Statistics: — normal limit, physical facilities or scheduling necessities

C-14 Remedial Instruction: EOP courses only: normal limit 15
Mathematics
Reading
Speech
Writing

Classes meeting 3 hours for 1 unit of credit -- K factor: 1.5

C-15 Laboratories in Art; Foreign Language; English (as a foreign language); Home Economics; Industrial Arts; Kinesiology; Speech Correction; Cartography; Audio-Visual; Mathematics; Library Science; Police Science: — normal limit: physical facilities

Classes meeting 3 hours for 1 unit of credit -- K factor: 2.0

C-16 Laboratories in Science; Psychology; Natural Resources; Agriculture; Engineering; Meteorology; Photography: — normal limit: physical facilities, generally 24; allowable range 12-24 based upon learning situation, hazards to health and equipment, and availability of equipment.

C-17 Demonstration-Laboratory, for clinical practice in off-campus facilities, conducted by college faculty:) normal limit 8

Classes meeting more than 3 hours for 1 unit of credit -- K factor: 6.0

C-18 Coaching major intercollegiate sports: normal limit 20
Football and Basketball (supplanted by Baseball and Track in spring semester)

Classes meeting more than 3 hours for 1 unit of credit -- K factor: 3.0

C-19 Coaching minor intercollegiate sports: normal limit 20
(Project one-half the total number of minor sports, irrespective of season. All women's intercollegiate sports are considered to be in the minor sports category.)

C-20 Production courses or workshops in: Art; Drama; Journalism; Music; Photography; Radio-TV; Debate: (resulting in a major public performance, showing or distribution.)) normal limit 20

C-21 Music--major performance groups: normal limit 40
Symphony orchestra
College band
College chorus

S -- Allowance for supervisory staff:
(Only for courses providing individual supervision)

Undergraduate level:

S-25 Supervision of directed teaching and public school nursing) ratio: 1:25

S-36 Supervision of field work, Driver Training in car off campus, Work study, Project supervision) ratio: 1:36

S-48 Music - Studio instruction (majors only) ratio: 1:48

Graduate level:

S-25 Supervision of directed teaching and public school nursing, Supervision of field work, Work study, Theses and projects) ratio: 1:25

S-12* NSW Field Courses) ratio: 1:12

*To be used at campus option; to avoid confusion with C-12, code "23" in the Academic Planning Data Base.

2.731 Calculation of Workload

While the faculty staffing formula is no longer used as a basis for the budgetary justification of faculty positions, the formula definitions are still used to determine individual faculty workloads. A workload report which includes every individual paid out of the instructional budget is submitted to the Chancellor's Office each semester. Workloads are also subject to review by auditors from the Department of Finance and the Board of Trustees' auditors.

Each course listed in the General Catalog has been assigned an appropriate classification or so-called C/S number.

There are a total of 24 different classifications which may be grouped into the following categories:

C1 through C6	Lecture and/or Discussion and Seminar
C7 through C14	Activity
C15 through C17	Laboratory
C18 through C19	Major and Minor Sports
C20 and C21	Production and Performance (art, drama, music, etc.)

S-25, S-36 and S-48	Supervision (theses, projects, independent study, student teacher supervision, etc.)

Each C-classification carries with it the number of scheduled hours for each unit of credit earned by the student and a so-called K-factor which attempts to weigh the amount of time outside the scheduled hours required of the instructor in preparation for the course. The larger the ratio of K-factor to scheduled hours, the greater the amount of outside time expected of the instructor. These elements together express the accountability of the student for the credit units earned and of the faculty member for that portion of his total teaching load.

For example, a C2 lecture-discussion class is expected to meet one hour for one unit of credit and has a K-factor of 1.0. A typical three-unit class would meet three hours a week and generate a total of 3 x 1.0 or 3.0 weighted teaching units (WTU) of faculty time (unit value x K-factor = WTU). A typical C16 science laboratory is expected to meet three hours per week for each unit of credit and carries a K-factor of 2.0. Thus, a laboratory class meeting for two three-hour sessions per week would earn two units of credit for the students and 2 x 2.0 or 4.0 WTU of faculty time.

Many courses carry a double classification. For example, an introductory five-unit science course scheduled as three hours of lecture and two three-hour laboratory periods will be classified as C1 (lecture portion) and C16 (laboratory portion). If one individual is the instructor of record for both the lecture and laboratory portions of the course, the workload generated would be 3 units x K-factor of 1.0, or 3.0 WTU for the lecture and 2 units x K-factor of 2.0, or 4.0 WTU for the laboratory section. A total of 7.0 WTU would be earned by the instructor.

The S-classification courses are handled in a different manner. The basic assumption is that such courses involve individualized instruction in which the instructor spends on the average, in an S-36 course, one hour per week in a one-to-one tutorial or supervisory relationship with the student. An enrollment of 36 students in an S-36 course, regardless of the unit values of the enrollments, generates 12.0 WTU. The relationship is (enrollment/S-factor) x 12 = WTU. Thus, each enrollment would generate 0.33 WTU in an S-36 course.

In an S-25 course, the basic assumption is that on the average the instructor spends one and a half hours per week with each student in individualized instruction or conference. Thus, 25 students in an S-25 course, regardless of the unit value of the enrollments, would generate 12.0 WTU. By the above formula, it is apparent that each single enrollment would generate 0.48 WTU.

FACULTY STUDENT CREDIT HOUR REPORT
Fall Term 1976
Portland State University

Introduction

This report includes all faculty and academic personnel noted in the fall term "Faculty Schedule Report" (January 13, 1977). It reflects a 99% sample of actual student credit hours produced fall term as determined by the "Fall Term: Instructional Enrollment" report produced by the Office of Institutional Research (November 23, 1976).

Faculty averages are computed by dividing the total student credit hours (SCH) for a department, school, or college excluding the Dean's Office by the total FTE. The total SCH for each category of academic personnel are noted in parentheses. The SCH averages are above the total SCH.

Categories of academic personnel are determined as follows:

Regular Faculty - any faculty member with .50 or more FTE in an 050 (instructional) account. This category includes department heads, however only their instructional FTE are computed into the faculty average.

Part-time and Temporary Faculty - any faculty member with FTE below .50 in an 050 (instructional) account. This includes wage section and faculty with split appointments.

Faculty without FTE - includes the SCH of all academic personnel who do not have FTE in the department, school, or college's 050 (instructional) account, such as courtesy appointments, faculty on total grant accounts, and Emeritus faculty.

Staff or Not Assigned - includes the SCH of all courses not identified with any academic personnel's name.

When using this information some other points should be understood:

1. Faculty who do not have split appointments, but teach courses listed under different departments' SCH are totaled in the department where they hold FTE.
2. Faculty with split appointments' SCH are divided according to the courses they teach in the departments where they hold FTE.
3. Faculty team teaching a course's SCH are divided between the two persons.

February 1977
OAA

SUMMARY OF SCHOOLS AND COLLEGES
PORTLAND STATE UNIVERSITY

FACULTY STUDENT CREDIT HOURS
Fall Term 1976

DEPARTMENT	REGULAR FACULTY AVERAGES	TOTAL FTE	PART-TIME & TEMPORARY FACULTY AVERAGES	TOTAL FTE	FACULTY WITHOUT FTE*	STAFF OR NOT ASSIGNED	GRAD ASST. AVERAGES	TOTAL FTE	TOTAL STUDENT CREDIT HRS.
ARTS & LETTERS	241 (27,794)	115.22	520 (6,414)	12.33	(838)	(142)	385 (2,176)	5.65	38,858
BUSINESS ADMIN.	276 (13,611)	49.38	588 (5,014)	8.52	(363)	-	-	-	19,084
EDUCATION	191 (5,650)	29.62	432 (2,586)	5.98	(117)	(91)	-	-	8,693
HEALTH & P.E.	295 (6,028)	20.46	813 (1,155)	1.42	(194)	(149)	433 (260)	.60	7,786
SCIENCE	265 (29,830)	112.72	332 (1,014)	3.05	(12)	(439)	383 (2,274)	5.94	33,683
SOCIAL SCIENCE	297 (26,292)	88.54	694 (2,631)	3.79	(572)	(255)	1,474 (840)	.57	30,777
SOCIAL WORK	197 (1,659)	8.42	329 (345)	1.05	(341)	(352)	-	-	2,841
URBAN AFFAIRS	198 (2,438)	12.32	354 (1,282)	3.62	(3)	(9)	259 (96)	.37	3,943
GRAND TOTAL+	259 (113,302)	436.68	514 (20,441)	39.76	(2,440)	(1,437)	431 (5,646)	13.07	145,665

* Includes all instructors who do not have FTE in the School or College's 050 account such as courtesy appointments and faculty on total grant accounts.

\+ Student credit hour (SCH) averages and FTE are not computed for the Dean's Office, however the total SCH are included in the "Total Student Credit Hrs." column.

NOTE: This report is based on a 99% sample of actual student credit hours produced fall term 1976.

OAA
(Revised) MAR 1977